

Jessica Moreno

Novel Study Planning Tool

Book Title: The Giver

Author: Lois Lowry

Overview

Student Grade Level	5 th
Number of Days/Weeks	5 weeks
Learning Standards	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Interdisciplinary	SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.
Objective	Students will be able to quote accurately and explicitly from the text <i>The Giver</i> . Students will be able to accurately and explicitly draw inferences from the text <i>The Giver</i> . Students will be able to compare the origins, functions, and structure of the government system in <i>The Giver</i> .
Primary Skills/ Strategy	<ul style="list-style-type: none">• Ask and Answer Questions from text• Pulling Quotes to Support answers from text• Able to draw Inferences about text• Compare government system attributes to real life

Time Schedule

Frequency of instruction	Every day Monday-Friday: 30-40 minutes
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Vocabulary:

Term/Location	Introduction	Notes
1. Hatchery page 4	<ol style="list-style-type: none">2. Write word in vocab journal3. Write own definition4. Create a picture5. Quote sentence in the text using this word Share some students' examples	Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as

		<p>they want but I will give them a mandatory word.</p> <p>This word was unfamiliar to me and I think depending on where the students are located demographically, they might not know this term either. Also provide a picture on Smartboard to visualize the word.</p>
2. Sympathetically page 7	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p> <p>This word is important in this text because students may be confused on the text use of the meaning.</p>
3. Obediently page 10	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p> <p>This word is specific to this text because students may have different views of what this means.</p>
4. Ceremony page 15	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p> <p>This word may be unfamiliar to them depending if they have ever been to a ceremony. Show a example of a ceremony on Smartboard.</p>
5. Fragments page 34	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 	<p>Students will have their own personal journals that will write vocab words in the text they found were</p>

	<p>4. Quote sentence in the text using this word Share some students' examples</p>	<p>confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. Students may not see this term used in a novel because it is a academic term.</p>
<p>6.Gravitate page 47</p>	<p>1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. Students can discover literal and figurative way of using this word.</p>
<p>7.Anxiety page 59</p>	<p>1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. I think its important to make this word okay to talk about. S.E.L. is important for students to talk about.</p>
<p>8.Hastily page 69</p>	<p>1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. Expanding descriptive vocab.</p>
<p>9.Quizzically page 85</p>	<p>1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p>

		Students will expand their descriptive vocabulary with this word.
10.Disobedience page 90	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p> <p>Students can understand the term used in this text and how it might be different in their life.</p>
11.Excruciating page 111	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p> <p>Expanding descriptive language.</p>
12.Permeated page 131	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p> <p>Expanding descriptive language.</p>
13.Exasperation page. 132	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word.</p> <p>Expanding descriptive language.</p>
14.Hypnotically page 166	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as</p>

		they want but I will give them a mandatory word. Expanding descriptive language.
15.Foliage page 169	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. Depending on demographic of students they may not be familiar with this term.
16.Vigilant page 170	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. Expanding descriptive language.
17.Methodically page 173	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. Expanding descriptive language.
18.Agonizingly page 178	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 4. Quote sentence in the text using this word <p>Share some students' examples</p>	Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting. Student can write as many words as they want but I will give them a mandatory word. Expanding descriptive language.
19.Briskly Page 179	<ol style="list-style-type: none"> 1. Write word in vocab journal 2. Write own definition 3. Create a picture 	Students will have their own personal journals that will write vocab words in the text they found were

	<p>4. Quote sentence in the text using this word</p> <p>Share some students' examples</p>	<p>confusing, hard, or interesting.</p> <p>Student can write as many words as they want but I will give them a mandatory word.</p> <p>Expanding descriptive language.</p>
20.Vast page 180	<p>1. Write word in vocab journal</p> <p>2. Write own definition</p> <p>3. Create a picture</p> <p>4. Quote sentence in the text using this word</p> <p>Share some students' examples</p>	<p>Students will have their own personal journals that will write vocab words in the text they found were confusing, hard, or interesting.</p> <p>Student can write as many words as they want but I will give them a mandatory word.</p> <p>Students demographic may or may not know what the term is.</p>

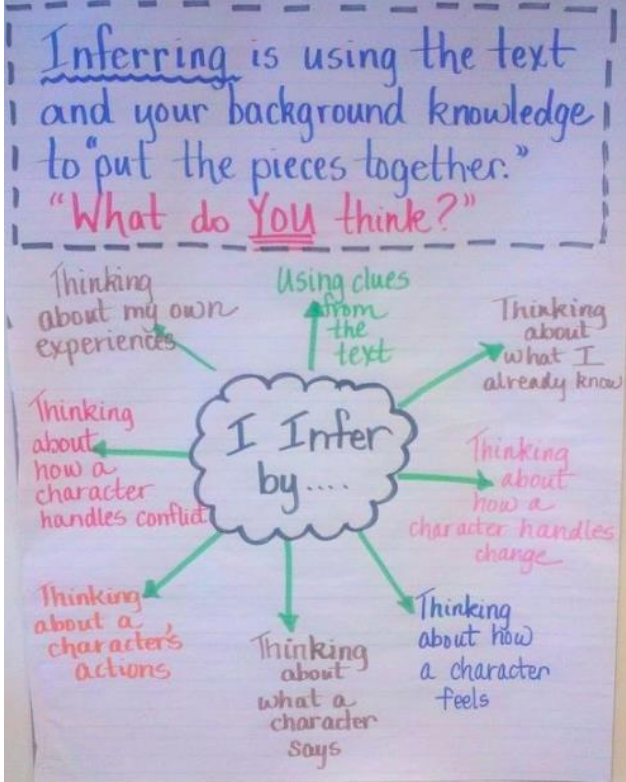
Activities/ Culmination by Chapter

Chapter	Activities	Important Concepts/Notes
Pre-Assessment	<p>Pre- Assessment data will gather data about previous knowledge student has on : CCSS.ELA-LITERACY.RL.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.</p>	<p>Students will take a pre-assessment on the objectives that will be in this unit.</p> <p>This quiz will have 5 questions about the topic on: Quoting accurately, drawing inferences, Comparing, Government origins, functions, and structure.</p> <p>Students will not be graded on this, only for teachers understanding what background knowledge they have.</p> <p>Questions will include:</p> <ol style="list-style-type: none"> 1. What is a quote? How does it help you when reading or writing? (Students will be able to quote accurately and explicitly from the text <i>The Giver</i>.) 2. What are some ways to look for answers to questions about the text? Give examples and explain. (Students will be able to accurately and explicitly draw inferences from the text <i>The Giver</i>.) 3. How does the government control the decisions we make? Explain. (Students will be able to compare the origins, functions, and structure of the government system in <i>The Giver</i>.) 4. Should the government control everything we do? Explain. (Students will be able to compare

the origins, functions, and structure of the government system in *The Giver*.)

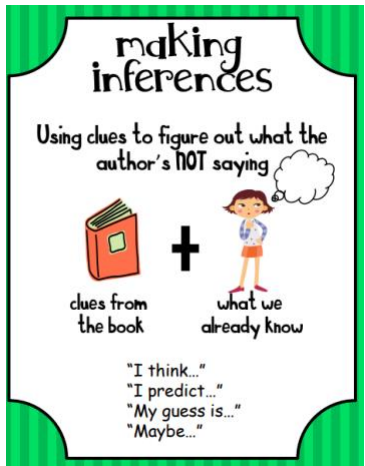
Chapter 1
Anchor Chart:
Making Inferences

1. As a whole class we will have a mini lesson on Making inferences : Example



2. Students will then recreate their own anchor chart using technology about what we learned (formative assessment)

Ex:



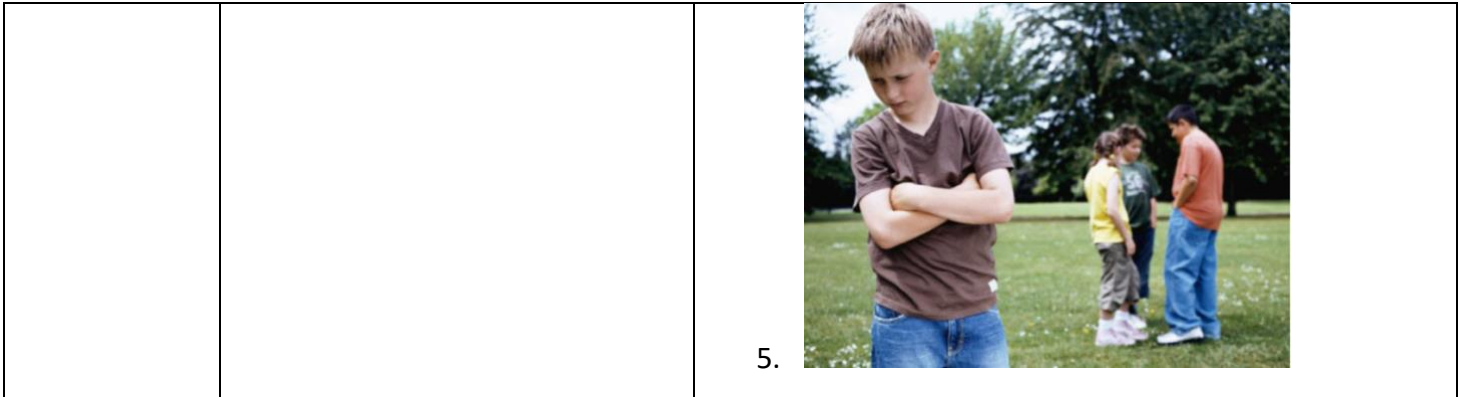
Chapter 1

Gallery Walk:
CCSS.ELA-LITERACY.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Students will look at pictures and answer what they know, what they notice, and what they wonder. Students will then discuss with small groups. They will fill out graphic organizer and write in specific category for each picture. (formative assessment)

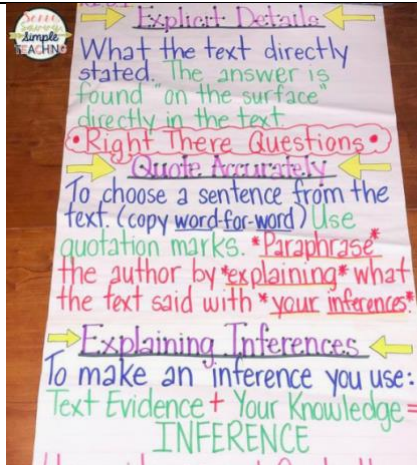
What I know, I Notice, I Wonder





5.

Chapter 2:
Anchor Chart :Chapter 2 Quotes
CCSS.ELA-LITERACY.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



As a whole class make an Anchor Chart about accurately quoting, explicit details, and explaining inferences. While making Anchor chart students will be asked to practice giving quotes from Chapter 2 on graphic organizer worksheet. (formative assessment)

Chapter 3
Discussion: Small Group
CCSS.ELA-LITERACY.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

In small groups students will be asked to make an inference on prompt: **Why is it important that Lily's mom doesn't want her to be a birthmother as her assignment? Use 5 quotes to support your answer.** They will discuss this question in small groups and share what their group came up with to the whole class. During this the teacher is writing down ideas on the board to then discuss about all the answers.

Chapter 4
Answer question prompt with a partner
CCSS.ELA-LITERACY.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when

Make an Inference: Based on what you have read so far, make an inference about where Roberto went after they released him? Support your answer with 5 quotes. Students will be writing their quotes and inferences on a graphic organizer.

Page Number	Quotes	Inference
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	drawing inferences from the text.			

Chapter 5	Anchor Chart: Government SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.	<p>As a class we will make a graphic organizer on large construction paper of what we know so far about the type of government in The Giver. We will discuss: Origins, Functions, and Structure of the government system.</p> <p>As we discuss students will have their own personal graphic organizers and fill out information while the teacher writes information on classroom chart.</p> <table border="1"> <thead> <tr> <th>Name:</th> <th>The Giver</th> <th>U.S.A.</th> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td>Origins</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Functions</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Structure</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name:	The Giver	U.S.A.	Similarities	Differences	Origins					Functions					Structure				
Name:	The Giver	U.S.A.	Similarities	Differences																		
Origins																						
Functions																						
Structure																						

Chapter 6	Anchor Chart: Government Continued SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.	<p>As a class we will add to our graphic organizer on large construction paper of what we know so far about the type of government in the United States of America. We will discuss: Origins, Functions, and Structure of the government system</p> <p>We will then discuss what we notice to be similar or different about both governments. As we discuss students will have their own personal graphic organizers and fill out information while the teacher writes information on classroom chart.</p>
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		<p>Example:</p> <table border="1"> <tr> <td>Name:</td> <td>The Giver</td> <td>U.S.A.</td> <td>Similarities</td> <td>Differences</td> </tr> <tr> <td>Origins</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Functions</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Structure</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Name:	The Giver	U.S.A.	Similarities	Differences	Origins					Functions					Structure				
Name:	The Giver	U.S.A.	Similarities	Differences																		
Origins																						
Functions																						
Structure																						
Chapter 7	<p>Partner Discussion SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.</p>	<p>Answer questions: Name three things you agree or disagree with The Giver’s government: Use supporting quotes for each three ideas. Each student will be using a graphic organizer.</p> <table border="1"> <tr> <td>Government function, origin, structure:</td> <td>Agree: Quote Include Page Number</td> <td>Disagree: Quote Include Page Number</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>After we will pair up and share ideas we wrote.</p>	Government function, origin, structure:	Agree: Quote Include Page Number	Disagree: Quote Include Page Number																	
Government function, origin, structure:	Agree: Quote Include Page Number	Disagree: Quote Include Page Number																				
Chapter 8	<p>Post it discussion CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>We will have a silent discussion where students will answer the prompt and write their answer on a colored post it note. Then they will stick it to the board, and I will read aloud anonymous answers. Prompt: What do you think The Receiver is? What duties might he have to do based on what you know? Include 1-2 quotes.</p>																				
Chapter 9	<p>Writing Prompt: Individual CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>How might The Receiver contribute to society in a positive or negative way? Use quotes to support your answer.</p>																				
Summative Assessment:	<p>Socratic Circles CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Students will be given starter questions and have a discussion in Socratic circles: Each student will write down the answer to these questions. Next one person will start picking which question to start the discussion with. After they will ask another student in the circle to answer one question. Each person will have a chance to at least talk once because each student will pick</p>																				

	SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.	<p>someone after they have read one of the four questions.</p> <ol style="list-style-type: none"> 1. What were your favorite or not favorite parts in the book? Use quotes to explain your answer. 2. Where your inferences about the book correct why or why not? 3. Did you agree with the origins, functions, or structure of the society/government in the text? 4. How is the government origins, functions, and structure different from our government? <p>Summative will be collecting what they have written down for each question. As well as any notes they took during the discussion.</p>
Whole Book	Watch the Movie: The Giver	<p>An exit ticket about movie:</p> <ol style="list-style-type: none"> 1. Did you enjoy watching the movie or reading the book? 2. How is the movie the same or different from the book?

Assessment

Standards	Objective	Formative Assessment	Summative Assessment
CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students will be able to quote accurately and explicitly from the text <i>The Giver</i> .	<ul style="list-style-type: none"> • Pre-Assessment • Discussions: Whole Class and Small Groups • Worksheets: Graphic Organizers • Individual Anchor Charts • Writing Prompts • Observations 	<p>Socratic Circle and Written Response of the four questions:</p> <ol style="list-style-type: none"> 1. What were your favorite or not favorite parts in the book? Use quotes to explain your answer. 2. Where your inferences about the book correct why or why not? 3. Did you agree with the origins, functions, or structure of the society/government in the text? 4. How is the government origins, functions, and

			structure different from our government?
CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students will be able to accurately and explicitly draw inferences from the text <i>The Giver</i> .	<ul style="list-style-type: none"> • Discussions: Whole Class and Small Groups • Worksheets: Graphic Organizers • Individual Anchor Chart Activity discussions • Writing Prompts • Observations 	<p>Socratic Circle and Written Response of the four questions:</p> <ol style="list-style-type: none"> 1. What were your favorite or not favorite parts in the book? Use quotes to explain your answer. 2. Where your inferences about the book correct why or why not? 3. Did you agree with the origins, functions, or structure of the society/government in the text? 4. How is the government origins, functions, and structure different from our government?
SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.	Students will be able to compare the origins, functions, and structure of the government system in <i>The Giver</i> .	<ul style="list-style-type: none"> • Discussions: Whole Class and Small Groups • Worksheets: Graphic Organizers • Individual Anchor Chart Activity discussions • Writing Prompts • Observations 	<p>Socratic Circle and Written Response of the four questions:</p> <ol style="list-style-type: none"> 1. What were your favorite or not favorite parts in the book? Use quotes to explain your answer. 2. Where your inferences about the book correct why or why not? 3. Did you agree with the origins, functions, or structure of the society/government in the text? 4. How is the government origins, functions, and structure different from our government?

Strategies for Differentiation

Struggling Learners	On Level	Advanced
<ul style="list-style-type: none">• Provide sentence stems• Provide additional notes about text• Allow extra time on assignments• Work in small groups in the back table	<ul style="list-style-type: none">• Provide additional resources about text• Provide opportunities to work with Advanced Learners• Allow extra time if needed on assignments• Have the option to work with teacher in small group at the back table	<ul style="list-style-type: none">• Peer Tutoring• Group with struggling or on level learners for group work• Provide student to find vocabulary words found in other text as well• Provide additional activities on Google Classroom that they can submit